



# OPINION TOWARDS AN E-CONTENT IN TEACHING TAMIL LANGUAGE LEARNING TO 9<sup>th</sup> STANDARD ENGLISH MEDIUM STUDENTS

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## ABSTRACT

This research discusses the success factors and pitfalls in the development of e-content for teaching Tamil subject. The objectives of the study were to measure the opinion towards an e-content in teaching Tamil subject for students who are studying in English medium schools. Survey method in experimental design is essential for finding out feel about from the population of students. The investigator selected 116 students from English medium Schools at Perambalur district in Tamil Nadu. E-content learning package and opinion questionnaire were developed, validated by the investigator. Tamil Subject taught through e-content package for experimental group and traditional method followed to the control group students. The investigator concludes that, teaching approach of e-content is more effective. Thus, E-content learning package in Tamil Subject for the latent students is more effective.

**KEYWORDS:** E-content, E-content Learning Package, Conventional Method, survey method in experimental design.

## INTRODUCTION:

Educational technology has greatly expanded the methods of creating, editing, maintaining, transmitting and retrieving information. The successful implementation of technology represents a major professional challenge to all teachers of the subject. Future development of the subject; adjustments, modifications and changes are as much a part of the evolution of technology as a subject as they are a part of the technological design process.

It should be remembered that some of the contributors to technology have inputs to make to the wider school curriculum. A good technology curriculum is one which is flexible enough to meet the needs of all students. It should be sufficiently open-ended to enable students to make responses which reflect their personal experiences of the social and cultural diversity which exists within society.

## NEED AND SIGNIFICANCE OF THE STUDY:

Any content to be imparted to students needs to attract students with an innovative approaches. Individual learning experiences are needed by the students to grasp the content. For the benefits of students and for Teaching & Learning activities enhancement, innovation approaches are essential. In the present day context the need for digital convergence of teaching learning material is imperative to provide quality education to greater quantities of learners for the simple reason that the reach and richness of e-content is quite high.

The salient features of e-content to create the effects of multimedia, accessibility, reusability, interoperability etc. are the supporting points in favour of the claim to give top priority to e-content development, among all academic endeavours. It might be seen that there is a great lack in developing e-content material for teaching Tamil subject considerably. Hence, the investigator intended to develop e-content in selected topic in Teaching Tamil subject at IX std level. Hence, this study of research is an opinion towards an e-content in teaching Tamil language learning to 9th standard English medium students. The general inference of dis-interest in Learning Tamil language among the students could be rectified through this effort and it is significant in the way that it provides better learning experience and better behaviour modification among students.

## E-content:

Listening is the basic factor or prime most skill in a language. When language is attractive instead of being a threat, there emerges a confidence. That confidence increases the interest in learning the language. That interest would eliminate all complexities in learning the language. Tamil language is based on four skills Listening, Speaking, Reading and Writing, Reading and Listening play a vital role in Learning. Mastery in Listening skills ensures speaking and Writing skill exhaustively. There four skills are inter related and helps towards development of all skills. Ensuring learning and registering the essentials of it in students mind eliminates the problems of Learning in Tamil. If Learning has to be ensured and established then all the five senses must be occupied during the process of Teaching and Learning.

To make Teaching simpler and to make Learning interesting, Teaching Learning resources are essential. The classroom climate started to change in the 20th Century where Teaching started relying upon e-content. In the current scenario e-content is not a resource for training it has also taken the role of a trainer. It is the desire of the research to eliminate Barriers in Learning in Tamil and to instill the passion to learn Tamil language and to cause modification in the behaviour and also to cause higher achievement level.

## Operational Key terms:

- a) **Opinion:** The term opinion is used here to mean how the student consider, look at, view on, feel about, the teaching Tamil subject through e-content in actual classroom situation as they experienced.
- b) **E-content:** E-Content it is the digital text and images designed for display.

## OBJECTIVES OF THE STUDY:

The specific objectives of the study were:

1. To find out the significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9th standard English medium students with respect to control group and experimental group before Posttest.
2. To find out the significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9th standard English medium students with respect to control group and experimental group after Posttest.
3. To find out the significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9th standard English medium students with respect to control group with respect to before and after e-content teaching approach.

## HYPOTHESES OF THE STUDY:

The following null hypotheses were formulated to realize the above objectives:

1. There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9th standard English medium students with respect to control group and experimental group before Posttest.
2. There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9th standard English medium students with respect to control group and experimental group after Posttest.
3. There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9th standard English medium students with respect to control group with respect to before and after e-content teaching approach.

## METHODOLOGY OF THE STUDY:

The present study followed normative survey method in experimental design. Such a type of experimental design uses two equivalent groups. One group known as the experimental group and the other is the control group. Thus, the investigator plans to opinion towards an e-content in teaching Tamil language learning to 9th Standard English medium students. Tamil e-content learning package was prepared for experimental group, conventional method for control group. After completed experimental process, again e-content teaching approach conducted to control group. Likert type of opinion questionnaire (4 point Scale) was constructed in 25 items, and the investigator validates it. The items were neatly printed and administered to the English medium students to record their opinion.

Population of the present study consists of students who are studying in English medium schools in Perambalur district. Simple random sampling technique was used for selection of sample of 116 students is proposed to be drawn from differ-

ent (Two Schools) English medium schools with 58 students in the experimental group and 58 students in the control group. 1. Self-constructed bio-data form, 2. E-content learning package developed by the investigator. 3. Opinion questionnaire prepared by the investigator. Above three tools were used by the investigator for the survey method in experimental study.

In this study, the Equivalent Group Design study was followed to find out the opinion towards an e-content learning package for Tamil subject to English medium students. The survey method was employed for the collection of data in experimental design. The investigator visited to selected schools with got the permission of heads of institutions. After self-introduction, the investigator applied the experimental method simultaneously survey method. Arithmetic Mean, Standard Deviation, differential analysis, Cohen effect size analysis are major statistical techniques.

#### Analysis of the data:

1. There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group before Posttest.

**Table 1: Data and results of t- test for the comparison of opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group before Posttest.**

Group	N	Mean	Standard Deviation	't' Value
Control Group	58	48.12	6.064	0.589
Experimental Group	58	48.81	6.533	

Table 1 shows that the Mean and Standard Deviation (SD) for the control group (N= 58) is 48.12 and 6.064 respectively. The Mean and Standard Deviation for the experimental group (N=58) is 48.81 and 6.533 respectively. Here the calculated 't' value (0.589) was found to be less than the table value (1.96) at 0.05 level of significance. The 't' was not significant statistically. Therefore, the Hypothesis-1 that, "There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group before Posttest" was accepted.

2. There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group after Posttest.

**Table 2: Data and results of t- test for the comparison of opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group after Posttest.**

Group	N	Mean	Standard Deviation	't' Value
Control Group	58	48.29	5.971	35.993
Experimental Group	58	85.62	5.170	

Table 2 shows that the Mean and Standard Deviation (SD) for the control group (N= 58) is 48.29 and 5.971 respectively. The Mean and Standard Deviation for the experimental group (N=58) is 85.62 and 5.170 respectively. Here the calculated 't' value (35.993) was found to be greater than the table value (1.96) at 0.05 level of significance. The 't' was significant statistically. Therefore, the Hypothesis-2 that, "There is significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group before Posttest" was rejected.

3. There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group with respect to before and after e-content teaching approach.

**Table 4: Data and results of t- test for the comparison of opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group with respect to before and after e-content teaching approach.**

Control Group	N	Mean	Standard Deviation	't' Value
Before e-content teaching approach	58	48.29	5.971	37.405
After e-content teaching approach	58	84.52	4.330	

Table 4 shows that the Mean and Standard Deviation (SD) for the control group (N= 58) is 48.29 and 5.971 respectively. The Mean and Standard Deviation for the experimental group (N=58) is 84.52 and 4.330 respectively. Here the calculated 't'

value (37.405) was found to be greater than the table value (1.96) at 0.05 level of significance. The 't' was significant statistically. Therefore, the Hypothesis-1 that, "There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group with respect to before and after e-content teaching approach" was rejected.

#### FINDINGS:

1. There is no significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group before Posttest.
2. There is significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group after Posttest.
3. There is significant difference, if any, in the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group with respect to before and after e-content teaching approach.

#### Educational implications of the study:

The results of the study proved that e-content learning package is more effective than the conventional method in teaching Tamil to the English medium student. The present study revealed that the experimental group and control group in their opinion towards an e-content in teaching Tamil language learning. Because of e-content learning package with pictures, animation and explanations of the concepts in Tamil subject helped the learners to understand the concepts clearly.

#### RECOMMENDATIONS:

The school education should make skillful and effective students. They should give sufficient learning experience to the students and training give to the teachers in utilizing the technological equipment. They should conduct special programmes on preparing E-content for Tamil subject for English medium students and teachers. The teachers may prepare E-content package for the students so as to promote their basic skills in Tamil subject.

#### CONCLUSION:

Control group and experimental group do not differ significantly in their opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students with respect to control group and experimental group before Posttest. The investigator concludes that English medium students opinion is teaching e-content learning package in Tamil is more effective. This a study on the opinion towards an e-content in teaching Tamil language learning to 9<sup>th</sup> standard English medium students of Perambalur District is helpful research study for learning subjects.

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